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ABSTRACT

This booklet is designed to render assistance to all educators engaged in planning in-service education sessions with their staff. Specifically, it offers a point of view on planning as a learnable activity and a reasonably complete how-to-do-it kit. The objectives of such an approach are to pinpoint specific planning difficulties associated with in-service education training programs and to suggest alternatives to "doing the same unsuccessful things over and over again with a hope that something worthwhile might occur." Since the booklet is aimed at several different types of in-service educators--those who are inexperienced, unsuccessful, successful but dissatisfied, disorganized, overworked, rushed--suggestions are made as to where each type should begin in the booklet. Further instructions for use of the booklet are given, and these are followed by a series of transparencies presenting information necessary for properly planning an in-service session and discussions of the transparencies. (Author/DDO)

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TITLE

PLANNING AND IN-SERVICE EDUCATION

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INTRODUCTION

This booklet is designed to render assistance to all educators engaged in planning in-service education sessions with their staff. Specifically, it offers, (1) a point of view on planning as a learnable activity and (2) a reasonably complete how-to-do-it kit. The objectives of such an approach are to pinpoint specific planning difficulties associated with in-service education training programs and to suggest alternatives to "doing the same unsuccessful things over and over again with a hope that somehow something worthwhile might occur."

AUDIENCE: This book is addressed and dedicated to the following types of in-service educators:

the INEXPERIENCED planner,
the UNSUCCESSFUL planner,
the SUCCESSFUL BUT DISSATISFIED planner,
the DISORGANIZED planner,
the OVER-WORKED planner, and
the LAST MINUTE planner.

Each of these types is asked to begin this booklet on a different page. Here are the suggested places to begin.

THE INEXPERIENCED PLANNER: This type of planner is beginning his first job. He often does a lot of work without too much certainty as to whether or not it will pay off in a better in-service session. He is asked to start with the page entitled, THE TALENTS OF A COMPETENT PLANNER.

After reading this page, he should answer these short questions as honestly and as inconspicuously as possible. (Inconspicuously means, "Don't mark up your copy with yes or no. This would tell the next reader how good or how bad you consider yourself. Remember: THE EXPERIENCED PLANNER HAS LEARNED HOW TO STAY IN THE BACKGROUND!)"

YES NO 1. I find I have to do most of the planning all by myself. (AUTOCRACY VS. DELEGATION).

YES NO 2. I don't like to ask my fellow workers about what they think should be done in these sessions. (SECRECY VS. SHARING).

YES NO 3. I am afraid my first meeting will not be too good. (EASILY FULFILLED PROPHECY VS. PROFITABLE ERRORS).

If you have answered yes to any of these questions, go immediately to transparency master B (ADVANCED PLACEMENT SITUATION). The accompanying commentary will help you spot people whose abilities can make up for your lack of experience.

The words in parenthese after each question are meant to stimulate your curiousity. As you read on, you will find out how they tie things together.

THE UNSUCCESSFUL PLANNER: The unsuccessful planner has a bad track record. It wasn't bad enough to get him out of the business of planning, but it needs help.

He is urged to begin reading the section entitled, SUCCESS, PLANNING, AND IN-SERVICE EDUCATION. While doing this reading, he is asked to choose which question on that page sums up the meaning of (1) objectives, (2) evaluations, and (3) resources. This will introduce him to the three-T approach which stresses, TARGETS, TESTS, AND TECHNOLOGY.

Here are three short questions for the unsuccessful planner:

YES NO 4. I know what I want to do but I can't explain to a total stranger who doesn't understand my way of thinking. (TARGET)

YES NO 5. I will be able to recognize a successful in-service session when I see one or attend one, but right now I can't pinpoint exactly what will make it successful or unsuccessful. (TEST)

YES NO 6. As far as I am concerned the main resources for this in-service session will be the planners and the speakers. (TECHNOLOGY)

If you have answered even one of these questions with yes, you are in trouble. Even if you are successful, you will never know it.

You are urged to go immediately to transparency master C (REMEDIAL SITUATIONS). The accompanying commentary will help you ask yourself the three-T questions in such a way as to come up with clear goals, sensible criteria, and inexpensive training tools.

THE SUCCESSFUL BUT DISSATISFIED PLANNER: The successful man who is dissatisfied is a hard customer to please. Let's give it a try. He is asked to start reading with the section entitled, AN EXAMPLE, AN ANALYSIS, AND A REACTION: THE WRONG WAY TO PLAN.

The following simple questions will give him a sense of direction.

YES NO 7. The type of letter described in example 1 is similar to requests I have written or dreamed about writing to obtain pre-packaged training programs.

YES NO 8. The planner in example 2 is a good planner since he is ready to "pay whatever it costs in money" in order to come up with a good in-service training session.

YES NO 9. Example 3 points up the fact that cooperative planning is at best a waste of time. At worst, it can completely mess up training sessions if every one gets his two cents in. People need to be told what they need.

YES NO 10. Example 4 is a good idea since it stresses the obvious planning principle that what is not written down somewhere will never become a reality.

YES NO 11. Example 5 stresses the need to rely heavily upon rehearsals as well as upon creativity and spontaneity.

If you said yes to questions 7 through 10 or no to question 11, you need emergency planning treatment.

Go immediately to transparency master D (HOW DO WE BRIDGE THE REMEDIATION GAP). Check off the five most important alternatives in your opinion. No matter when you check, go to someone else who has the opposite opinion. Listen to him for at least fifteen minutes without presenting your side of the story. This should be enough to show you how two honest and intelligent persons can take two entirely different positions.

THE DISORGANIZED PLANNER: Anyone who admits to being disorganized is probably suffering from a surplus of information. He is asked to do the following:

(a) rip out all the transparency masters in this how-to-do-it kit;

(b) toss them up in the air;

(c) choose one at random; and

(d) build your whole conference around it.

This means that you will publicize it as the central theme of the in-service session.

(1) When someone comes in with an idea, you simply ask, "How does it tie in with our main theme?"

(2) When someone wants to spend money, you ask the same question;

(3) When two staff members get into an argument about a point on the agenda, you ask the same question;

(4) After each presentation during the training sessions, you ask the same question.

By the time you get around to guideline 4 above, you will realize that it was not choosing a transparency master at random that make you conference so successful. Your secret of success was in concentrating on one idea at a time. When this is done, things will take care of themselves and place themselves in a reasonable order of importance.

THE OVER-WORKED PLANNER: The over-worked planner is often the person who likes to do a lot of work no matter how easy it could be. For such a person, transparency masters E, G, H, K, L, M, N, and O will provide a good place to do more work.

He can write a caption for each transparency master.

He can develop Targets for each section.

He can develop Tests for each Target.

He can develop Technology for each Target.

After all this is done, he will be in a good position to start showing teachers how to systematize their courses without having to spend too much time on non-essentials.

THE LAST MINUTE PLANNER: Some planners do not plan enough in advance. They find themselves doing the best job possible in the least amount of time. Start reading the section entitled, INSTANT PLANNING.

Take the following short test if you consider yourself an instant planner.

YES NO 12. Not all of these transparency masters are appropriate to the type of audience I am addressing.

YES NO 13. Not all of these transparency masters are quite right for the specific objectives I have in mind in my sessions.

YES NO 14. Not all of these transparency masters can be used without modification in my presentations.

YES NO 15. I am willing and eager to come up with some media of my own that I think can do a better job than the tranparency masters used to illustrate a few ideas in this booklet.

If you can answer at least two of these questions with yes, you are in a good frame of mind to use and benefit from these ready-to-use transparency masters and the accompanying commentaries.

LOCAL PLANNING

The typical planner builds upon several things: years of experience and a basic ability to listen and to communicate. It's not always that easy since the ability to listen can't always be assumed to function in an adult with many hidden agendas. A hidden agenda is something someone is waiting to talk about as soon as possible and as often as possible.

A naive planner can be easily influenced by the most vocal and the most vociferous members of a particular group. An experienced planner can also be fooled but not as easily. The experience of planning makes one more alert to the process of planning. Rather than aiming at quick decisions, premature strategies, and hasty solutions, the experienced planner tries to be fully aware of "what is going on in the planning group." He or she uses all available talent to prepare for the future. What one feels is often easier to interpret than what one says. The talents of a competent planner are not difficult to enumerate:

LOCAL PLANNING

Circle the correct answer.

TRUE	FALSE	1.01	In-service education includes all those activities that are designed to contribute to the improvement of teachers in the theory of their profession.
TRUE	FALSE	1.02	Such terms as staff development, in-service training, and professional growth are used interchangeably in referring to books to read, lectures to listen to, or classroom sessions to attend in order to know more about one's professional obligations.
TRUE	FALSE	1.03	The secret of an effective in-service education program is found in expert planning.
TRUE	FALSE	1.04	An expert is someone who knows quite a bit about a specific area of specialization.
TRUE	FALSE	1.05	When it comes to planning in-service education, the expert is you, the administrators, the teachers, the pupils, and the staff who know what is required.
TRUE	FALSE	1.06	The knowledge objective of local planning is limited to keeping staff members aware of what their colleagues are doing inside the same school.
TRUE	FALSE	1.07	The performance objective of local planning is the development of an atmosphere and climate that helps people change.
TRUE	FALSE	1.08	Since most people feel challenged by change rather than threatened by change, it is relatively easy to get them to change lifelong habits.
TRUE	FALSE	1.09	The attitude objective of local planning must stress the affective parameters of hegemony rather than such practical things as staff morale and maintenance of a high level of cooperation.
TRUE	FALSE	1.10	Even the best products of pre-service teacher education programs need in-service education because of the unforeseeable nature of many educational issues.

TRUE FALSE 1.11 A highly conscientious teacher who receives no in-service growth either formally from others or informally from himself will find himself with obsolete knowledge (because of the knowledge explosion), with obsolete techniques (because of new professional developments), and with obsolete tools (because of the widespread development of newer technology).

ANSWER KEY

1.01 - F - Practice, not theory

1.02 - F - Activities, not reading or listening

1.03 - F - Local planning, not outside consultant

1.04 - T - The expert is specialized

1.05 - T - The expert is you

1.06 - F - KO-know current professional practices

1.07 - T - PO-change people

1.08 - F - Change threatens

1.09 - F - AO-staff morale

1.10 - T - The unforeseeable future

1.11 - T - In-service vs. obsolescence

THE TALENTS OF A COMPETENT PLANNER

ASSETS	VALUE	FUNCTION
Years of Experience	Discipline brings fresh insight to bear on the question at hand.	Help people get started, then they take over.
Basic Ability to Listen	Analysis can spot many things that are easy to take for granted.	Look at real people, not ideas about ideas.
Basic Ability to Communicate	Flexible thinking can inspire in others the confidence they need before they will rely on their own ability to function.	Get up the mind-set of success rather than the anticipation of failure.

THE TALENTS OF A COMPETENT PLANNER

Place your answer in the space provided.

_____ 2.01 A competent planner must build upon his years of experience. This means he uses his talents to help others. For example, he will

A. Maximize teacher participation in planning, conducting, and evaluating in-service education programs

B. Minimize teacher participation in planning, conducting, and evaluating in-service education programs

C. Try to remember what worked for him and then make it work for someone else

D. Constantly watch what people do to make sure they don't get a chance to make a few errors on their own

_____ 2.02 A competent planner must have a basic ability to listen. This means that the quality of any in-service education program is dependent upon the effectiveness with which the participants

A. Seek out advice from their experienced and competent planner

B. Refuse to clarify and pinpoint exactly what they feel are the most pressing priorities

C. Identify problems that are personal, real, and relevant to the existing staff of the local educational agency

D. Realize that solutions to the most of their problems they presently experience can be found somewhere if they would only make a thorough enough review of available educational literature

_____ 2.03 A competent planner must have a basic ability to communicate. He must inspire in others the confidence they need to rely on their own ability to function and plan. Which of the following remarks is typical of a group that has been convinced of this?

A. "Our principal has done a good job of planning exactly the type of program we need."

B. "This is our program. We planned it. We made it a success. It's exactly what we need."

C. "I don't agree with the plans built up by the outside consultant, but this expert must know what he is talking about."

D. "The type of in-service conference we had was above my head, but it was probably good for me because someday I'll be able to apply a little bit of what I've learned."

ANSWER KEY

2.01 - A - Maximize teacher participation

2.02 - C - Participants identity

2.03 - B - It's our program = success

SUCCESS, PLANNING, AND IN-SERVICE EDUCATION

Many successful conferences and training sessions leave a lasting impression. They are hard to forget and easy to apply to one's individual situation. Many unsuccessful conferences vaguely merge into each other. They all seem so much alike and so unpractical.

What is success? What is failure? As herein used, success refers to an in-service session that satisfied the participants and the planners. Failure is the term applied to conferences that missed the whole point of in-service training: staff development through cooperative feedback. A group is cooperative when it works as a unit and for common goals. Goals answer the question, "What do we want to do?" A definition of success is based upon the question: "How will we know when we have accomplished our goal?" The planning of a successful conference must consider the question: "How can we best get there?"

All of these questions are open to discussion. Faculty and administrators will have varying viewpoints. Just as both will differ with students, so will teachers differ with other teachers, and administrators with other administrators. Negotiation is one way to resolve these differences. In such a give-and-take, primary goals are clarified and preserved while secondary considerations are placed in perspective.

Among the many areas of concern, three stand out : (1) local participation and negotiation, (2) the necessity to have personal meetings --of some sort--that go beyond written communications, and (3) the necessity for the planner to cease being the center of attention and to fade into the background as others demonstrate their greater competencies.

Local participation can go beyond the chance to vote "Yes" or "No" on the budget. Negotiation is one alternative that can take many forms. Give-and-take is a two-way street.

There is no need to get "meeting happy." Sometimes, a phone call or a mimeographed information bulletin is an economical and effective tool in getting the point across. People must be motivated to read a written communication. A phone call allows the caller to size up the attitude and viewpoint of a geographically distant colleague. A phone call can take care of the preplanning that will enrich a face-to-face meeting when such an encounter is appropriate.

Trying to do all the planning at once can backfire. Not everyone understands everything the first time around. Two half hour give-and-take sessions can accomplish more than one sixty minute non-stop negotiating session. The week or two between each encounter permits several things to happen: (1) the main facts sink in, (2) the most important needs or goals come to the surface, and (3) the participants can think things over and place a variety of consideration in perspective. Human decision makers are neither logical automatons nor mathematical computers. They need time to make sense out of apparent chaos. They need patience lest they fall back on glittering generalities and snap judgments. A rushed individual can easily forget that his or her points of view are opinions; in a moment of feverish choice, all these personal opinions can loom to the presumptuous stature of universal truths. It's hard to admit to oneself that the typical role one plays is at least occasionally that of the bit-player. One cannot continually be the hero or the heroine. One day, we're the expert; the next day, the nincompoop. It is not unusual for us as teachers to find that our students have learned much more than we ever taught them.

SUCCESS, PLANNING, AND IN-SERVICE EDUCATION

Place your answer in the space provided.

_____ 3.01 Which of the following motives is the best one for effective in-service growth?

A. To satisfy university or college requirements for a master's degree

B. To attend the courses because the course title appeals to an individual's fancy

C. To prepare oneself to be better in one's leisure time activities

D. To improve the teacher's performance in triggering better student performances

_____ 3.02 A teacher who has been a successful craftsman for a number of years needs the type of in-service education that

A. Is devoted almost exclusively to technical competencies in his trade or occupational areas

B. Focuses on an indepth introduction on how to increase teaching effectiveness

C. Places a lot of time on the value of book knowledge

D. Presents the teacher's first obligation as that of maintaining classroom discipline

_____ 3.03 Which of the following are appropriate objectives of in-service education programs?

A. Keeping the teacher up-to-date in a subject matter, occupation, trade, or profession

B. Informing the teacher of new developments in teaching and learning methods and technology

C. Feeding back to the teacher valuable contributions from research, experimental programs, exemplary programs, and innovative methods of teaching

D. All of the above

____ 3.04 Which of the following wider range of in-service growth activities have been found to be professionally dangerous for the typical teacher?

A. Travel

B. Contemplative thought

C. Reading books

D. Discussions with fellow colleagues

E. None of the above

F. All of the above

Circle the correct answer.

TRUE FALSE 3.05 All staff members should be expected to and required to attend all in-service activities regardless of self-perceived need.

TRUE FALSE 3.06 In actuality, the burden of in-service education falls on the individual teacher. He or she is required to provide for his or her own training.

TRUE FALSE 3.07 If a specific individual teacher fails to provide for his own in-service training, only he will be penalized as a result.

TRUE FALSE 3.08 Some of the best circumstances for effective in-service teacher education are those situations in which teachers find their own problems and want to do something about them.

TRUE FALSE 3.09 Question 3.08 makes it clear that in-service education is concerned strictly with the cognitive and psychomotor domain. It has nothing at all to do with the affective domain.

TRUE FALSE 3.10 One guideline thus emerges as, "Ask everyone else but the teacher to specify the needs of the teachers as regards in-service education programs."

ANSWER KEY

3.01 - D - Motives for in-service ed.

3.02 - B - Focus on teaching

3.03 - D - Appropriate objectives

3.04 - E - Dangerous?

3.05 - F - Self-perceived needs = only way

3.06 - F - Beyond self-help only

3.07 - F - We all suffer from competence

3.08 - T - Circumstances = find your own problems

3.09 - F - Affective concerns

3.10 - F - Ask the teacher his needs

AN EXAMPLE, AN ANALYSIS, AND A REACTION: THE WRONG WAY TO PLAN

	Example	Analysis	Reaction
1	A letter arrives in the mail. It includes a sentence such as "Send me all the materials necessary to give in-service training to our staff."	"Tell us what to do, and we will do it." "We want to do something, but don't know what or how."	Do they really mean this? Is this "we" the administration, or the faculty, or the student body?
2	A follow-up letter or phone call is met with, "How much time do you need? When do you want it? How much will it cost? What do you want to do?"	"We want a pre-packaged product no matter what it costs in time or money." "You're the training expert! Tell us exactly what to do!"	People who eventually get the stereotyped training they asked for are often the most vehement in deploring its inadequacies. An expert a few miles away, or within the local community, is often a prophet without honor in his home town.

Example	Analysis	Reaction
3 When local planning has been recognized as a vital step, the local contact says, "Let's save a lot of time. I'll tell you exactly what we need."	"Let's not waste too much time on planning. Doing is more important." "My local colleagues will only distract planning from the main concern."	More time has often been put on planning logistics than training goals. Cooperative efforts yield a smoother running session and more lasting results.
4 After a number of local representatives have been involved someone comes up with, "Let's put that in writing!"	"Our product is a printed or typed document." "Once we get it down in writing, we can stop planning and start implementing."	Too much writing is as bad as relying on memory alone. Planning is an ongoing process. It goes beyond mechanical and repetitive goals.
5 The plan has been thought out and agreed upon, then someone says, "Let's meet an hour before the session, and work out the details."	"Now that our goals are set we can sit back and relax." "The details will take care of themselves."	Rehearsals can tie everything together into a unified whole. Sensible repetition can sharpen the performance of any training session. It can unite training with education.

INSTANT PLANNING

The beginning planner has a unique history. Often, these people have achieved eminence, scholarship, or, at least, experience in a specific discipline or profession. Sometimes, an engineer finds himself in charge of training; a doctor may find himself a hospital administrator; a nurse may find herself a college professor; a carpenter may find himself an occupational teacher ; a bookkeeper may find himself the president of a company; and a teacher of young students may find himself a teacher of teachers.

The common denominator in each of these cases is the situation wherein an expert in a specialty finds himself or herself transplanted into a new specialty for which most of one's previous experience is either extraneous or non-related. Such a person is "not quite sure." This doesn't mean one doesn't know what to do. It's more like the situation wherein the "boss" is smart enough to know his own limitations. Such a boss is "always looking for approaches to improve" targets (goals and objectives, tests (evaluations), and technology (resources). This typical boss is always open to suggestions and hints on how to "put things together" into a more effective package.

This document promises no panacea. There is no such thing as "instant planning" or "instant in-service training." We all want them, but the only thing available is hard work. Here is one idea of where to begin the difficult job implied in the terms planning and in-service education.

The accompanying transparency masters can be used by you to make overhead transparencies. The text accompanying each display is intended to label areas you could stress. No one can tell you your local priorities. We hope that these transparency masters can help you pinpoint them.

Some Instant Planners Lack Timing

Imagine what would happen to your washing machine if the timer went bad and everything started to function simultaneously. The water input and the water output would fight each other. The rinse and the wash cycle would cancel each other out. When you think of the spin, you realize that eventually the motor would burn out--and all would STOP. You would end up with soiled laundry and a broken down washer badly in need of a repairman.

The same thing will happen if you try to fall back on instant planning. There are a number of separate planning functions. They normally fall in a sequence. There is only so much time subject to compression. If you try to do it (a) all at once and (b) all by yourself, you are asking for trouble.

Planners must ask themselves, "What do we really want?" This builds up a clear idea of their target. Testing demands asking the next question, "How will we know when we get it?" Technology then inquires, "How many effective alternatives do we have?"

The point where technology enters the picture is the place to think of cutting costs and time requirements so long as the product is not subject to a loss of quality. This is the only legitimate place for instant reactions. The other more human sides of planning take time to sink in.

OVERVIEW OF PLANNING
AND IN-SERVICE EDUCATION

PRE-SESSION

RECOGNIZING YOUR AUDIENCE

A. Ideal Prerequisite Situation
B. Advanced Placement Situation
C. Remedial Situation
D. How Do We Bridge the Remediation Gap

SESSION

WORKING WITH CO-WORKERS

E. Don't Promise Too Many Things That Don't Matter
F. Potential Learners (Visible Goals)
G. BEFORE and AFTER (Visible Goals)
H. Put It in Writing (a Dilemma)
I. Risking a Tumble (Door of Learning)
J. Which Key to Success Do You Prefer?
K. Which Aspect Is Stressed by Your Course Goals?
L. Learn the State of the Art

POST-SESSION

M. Don't Hide Your Goals (Instructional Bank Interest)
N. Teachers Want Tests That....
O. Teachers Want Technology That Is....

OVERVIEW OF PLANNING AND IN-SERVICE EDUCATION

A FEW RECOMMENDATIONS ON HOW TO USE THIS DOCUMENT AND THE ACCOMPANYING TRANSPARENCIES

The following transparencies are like pieces of a jigsaw puzzle. You must put them together. They are also unlike pieces of a jigsaw puzzle. You can put them together in a number of ways their originator never thought of. What you do with them will depend upon your local situation and how you sum it all up.

This overview tells you that every planning and in-service education session has a beginning, a middle, and an end. This obvious truth is interpreted by us in a very specific sense.

THE BEGINNING: (The Place to Start) and (The Pre-Session)

Ask yourself this question, "When does my planning and/or in-service education session begin?" Write down a specific date.

Suppose you wrote "October 2." Ask yourself, "Is this date (a) the day I begin planning what to do or (b) the day we all get together to begin the actual work sessions?"

If you chose b, you are missing the point of this document. It's too late to wait to find out who will be there and how well they are prepared for what you have to offer.

If you chose a, transparencies A, B, and C will help you. They will help you identify (A) those who are ready and willing to start working towards your goals, (B) those who are already part way there, and (C) those who need remediation before they can take the type of action envisioned by you.

Transparency D gives you a few ideas on things that you could do. It's up to you to decide on what you can do and what you want to do.

THE MIDDLE: (Getting Others to Start) and (The Session)

Ask yourself this question, "What is my job in these planning and in-service education sessions?"

(E) Telling people what to do,

(F) Visualizing exactly what I want,

(G) Explaining obscure technical terminology,

(H) Specifying in writing my expectations,

(I) Making sure no incidents occur,

(J) Monitoring every single step done by my staff,

(K) Developing non-coercive staff control methods,

(L) Taking care of the details so the staff can take the leadership role, or

(X) None of the above.

If you chose E, F, G, H, I, J, K, or L, you might find different expectations when you refer to each individual transparency and its commentary. This doesn't mean that you are wrong. This doesn't mean that you are right. It does mean that you will be exposed to a variety of opinions on how to conduct your training and in-service sessions.

No matter what you chose, you are urged to stick to your guns. give your staff the same opportunity to have a difference of opinion that can be expressed openly and modified without embarrassment when a more acceptable alternative comes along.

If you chose X, don't expect to agree with everything herein presented. Such a general approach as taken by this assembly of ideas from a number of sources can only give a few clues on where to begin. How and where you begin is still your prerogative.

THE END: (Getting Others to Do What They Planned) and (The Beginning of Something Entirely Different)

Ask yourself this question, "What did I hope to get out of these planning and in-service education sessions?"

Did your answers resemble any of the following items:

M. Better learning and instructional goals.

N. Evaluation items that measure gains and not aptitude.

O. Educational media and technology that make learning faster, more long lasting, and less expensive.

If your answers were like M, N, or O, then you will find these three transparencies illustrative of general approaches, some of which will work with your staff.

If your answers were something like U, V, or W, you need help.

U. "I expected the teachers would come up with something."

V. "I planned the sessions and hoped for the best."

W. "I really didn't know what to expect."

Don't force your teachers to come up with spontaneous suggestions for your pet peeves. On the other hand, don't leave them so completely on their own that the most frequently heard question is, "What in the world are we here for anyway?"

Any investment in staff development will produce a number of desirable and unanticipated results. To make sure this happens, it is often necessary to plan for those objectives which are both desirable and foreseeable. Desirable means you will benefit from it along with your staff. Foreseeable means you do your best to predict what is liable to happen when and after you bring your staff together for a work session.

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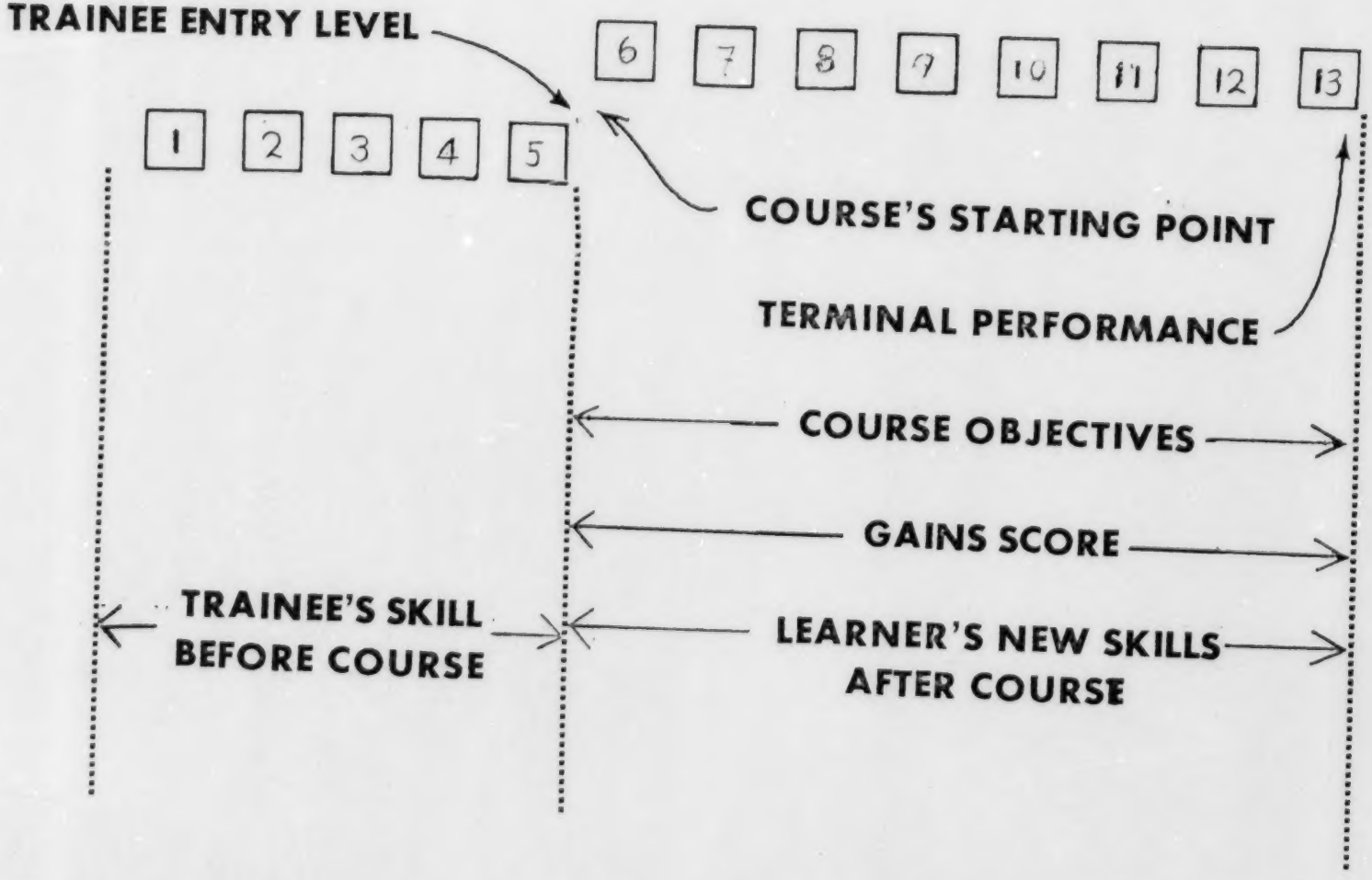
IDEAL PREREQUISITE SITUATION



A. IDEAL PREREQUISITE SITUATION

No matter how simply you plan to start your presentation, you are always assuming a certain receptiveness in your learners. It is to your advantage to spell out exactly what this means in terms of measurable and teachable objectives. Here are a few pointers.

SAMPLE KNOWLEDGE TARGET → Try to separate the concepts you wish to teach from the technical terminology that may or may not be necessary for beginners.

Try to come up with one or two simple questions that will (a) REVIEW your concepts for the forgetful but informed learners and (b) TEST the understanding of the point you are trying to make.

For example, in this transparency (A), it is assumed that you know the meaning of the following :

PREREQUISITE (TRAINEE'S SKILL BEFORE COURSE)
TRAINEE ENTRY LEVEL
COURSE'S STARTING POINT

COURSE OBJECTIVES
GAINS SCORES
LEARNER'S NEW SKILLS AFTER COURSE

SAMPLE KNOWLEDGE TEST ITEM → Similarly, once you notice that the first three terms and the last three terms boil down to STARTING POINT and FINISHING POINT, you have demonstrated your knowledge. The first three terms are three different ways of saying starting point. The second three terms are three different ways of saying finishing point.

SAMPLE KNOWLEDGE TECHNOLOGY → The fact that we have said the same thing in several different ways allows us to stress concepts more than the highly technical way of saying it. In those cases where technical precision in terminology is itself the goal and objective, it is still a good idea to start with the everyday English way of saying it.

The result of all this will be a teachable and a learnable objective. It will also be measurable and observable. Whether you call it a behavioral objective, a performance objective, a module, or an innovation doesn't make too much difference as long as it improves your job of teaching and the learner's job of learning. In either case, you both have begun to learn how to learn.

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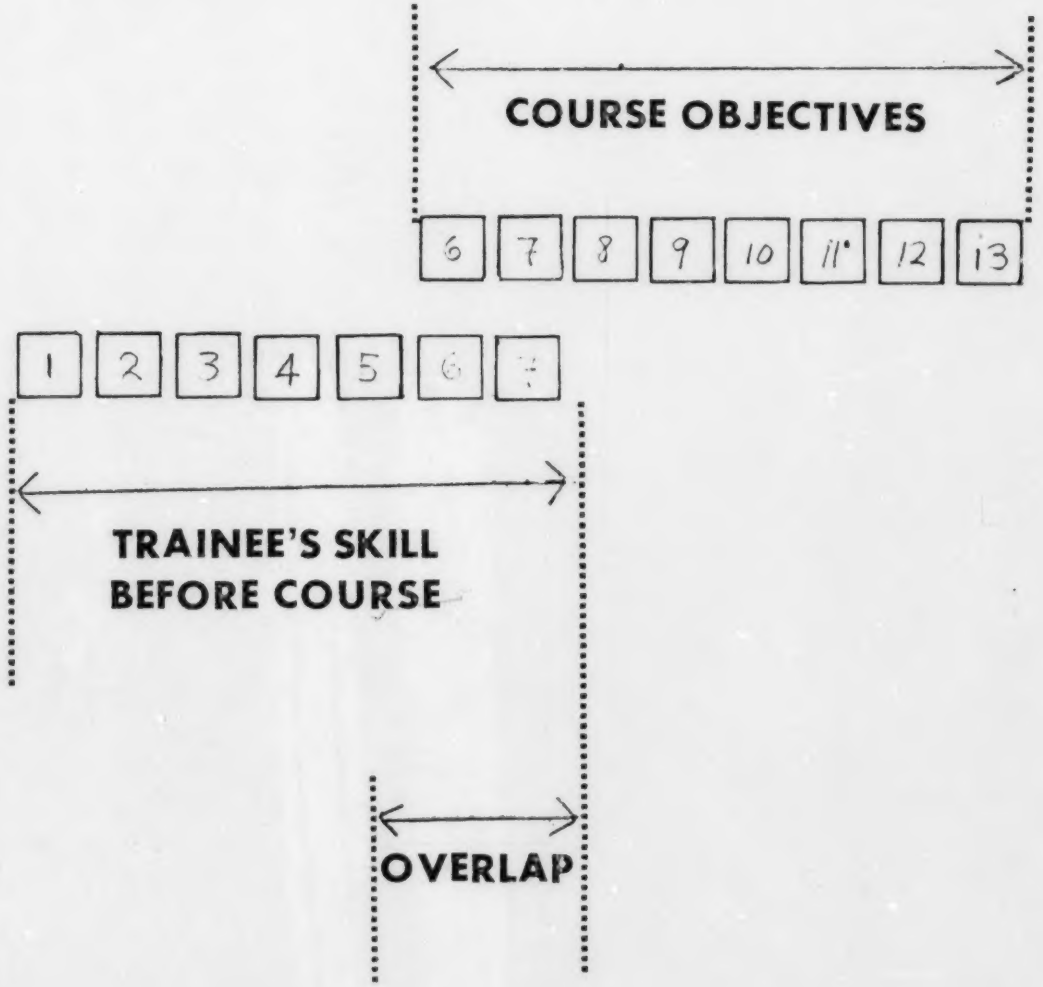
ADVANCED PLACEMENT SITUATION



B. ADVANCED PLACEMENT SITUATION

No matter how thorough your knowledge and no matter how vast your experience, you should expect to have staff members present in any training session who will be able to outdistance you. If this comes as a surprise to you, you should read on. The following sections will try to outline to you what to expect. It only gives a few names.

SAMPLE PERFORMANCE TARGETS ---------> Rex READER will have read more books than you. Even if he hasn't read them from front to back, his awareness of the book reviews and digest services will place him well ahead of you.

Ed EXPLAINER may have never heard of your topic before, but he's a fast learner and an instant explainer. He will be able to take what you say and translate it into language and images easily understood by the group.

Phil PLANNER will constantly be asking himself, "How can we break this idea down into tiny doable steps?" Many in the group will listen to him since he delegates rather than give orders.

George GOOD-WILL is able to get people interested in doing things. He doesn't have to push. He knows who will do what and when. His smile and adroit handling of even the most obstreperous worker is something all admire.

Charlie CRITIC is able to find fault with even the most carefully thought out plan. He can smell trouble a mile away. If you wait until the meeting to get his "suggestions," it may be too late.

Will WRITER is the note-taker. You never have to ask him to write voluminous reports. This is his specialty. If you need things in writing, he is the man for the jo

Sam SUMMARIZER is a good partner for Will Writer. He can take the most lengthy speech or book and reduce it to a few unforgettable comments. His wry humor sinks in and is accepted by most.

B. ADVANCED PLACEMENT SITUATION (cont.)

SAMPLE PERFORMANCE TESTS ----------→

1. If you have understood this section, you will be able to identify the following among your staff to be present at your in-service education session :

READER
EXPLAINER
PLANNER
GOOD-WILL
CRITIC
WRITER
SUMMARIZER

This means you will be able to write their names after the above functions.

2. If you have an understanding of your local staff, you should be able to come up with a number of other functions necessary for the success of your group.

TARGET WRITER
TEST WRITER
TECHNOLOGY WRITER
TARGET TEACHER
TEST USER
TECHNOLOGY IMPLEMENTER
EDITOR
COACH

SAMPLE PERFORMANCE TECHNOLOGY ----------→

To get these people ready for action is your job. You can't do it alone.

Anyone who has run a large business either fails or learns how to delegate. Some medium size businesses (e.g., schools or one family firms) have learned how to delegate to secretaries and office clerks. If you can learn how to delegate to professionals, you are on the road to even greater success.

Don't become the SNOOPER-VISOR. Key score of what's going on. This can be done on a list like the above. Instead of inspecting someone, learn how to open them up with a, "How's it going?" When they talk freely, you're in.

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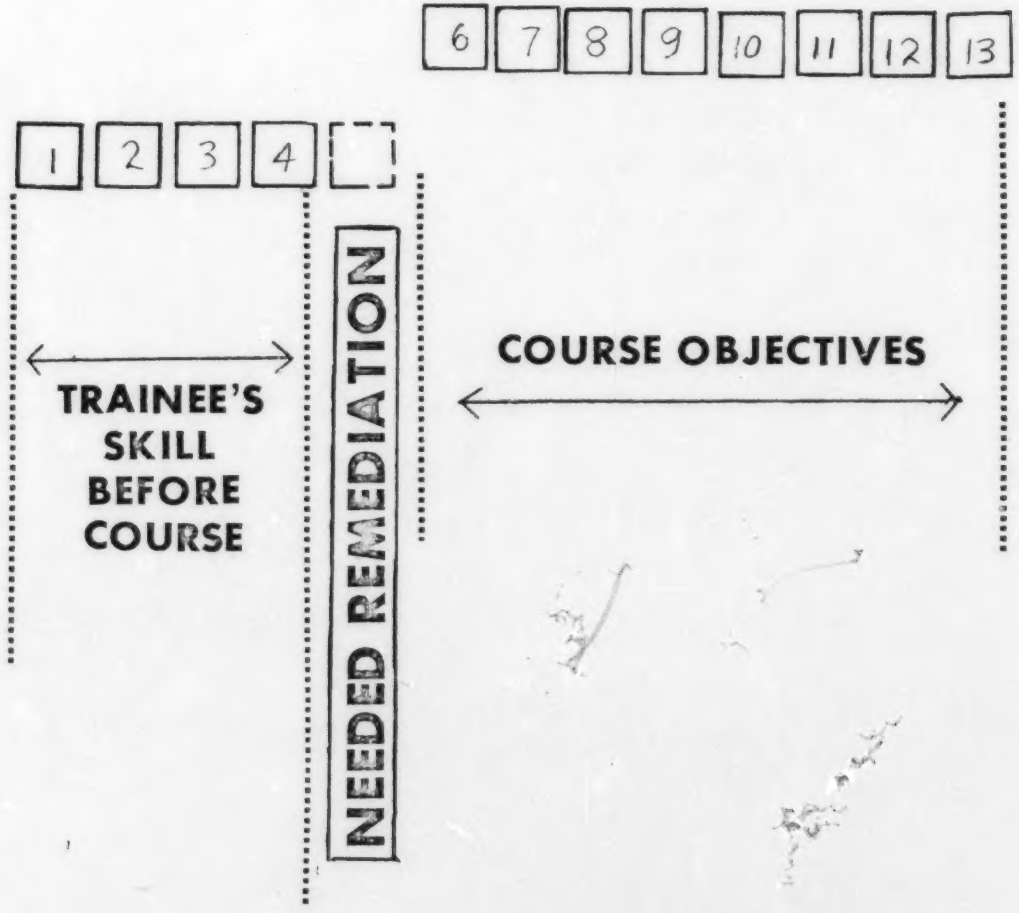
REMEDIAL SITUATION



C. REMEDIAL SITUATION

No matter how carefully you explain the goals of your training session, you will come face to face with competent teachers who have no idea whatsoever of what you are trying to do. If they were students in your classroom, you might place them in remedial groups.

This doesn't work with staff workers. They resemble the rich man who stresses how much money, stocks, and bonds he possesses rather than other areas in which he is poorer. You must learn how to built upon strengths. The typical remedial class atmosphere is much too condescending to work with teachers. Often, it doesn't work with high school or community college learners.

Rather than dwell on NEEDED REMEDIATION as learner deficiency, you ought to stress teacher choice of starting point.

An example will make this clearer. If you are talking about such things as behavioral and performance objectives, you will miss the boat if you start with these things on the technical vocabulary level. You will get much farther if you say, "Many of you teachers are doing a good job in the classroom. You have tactics that could work with others. We want to find out what you do that succeeds so well. We want to pass it on to other teachers."

This approach will more readily appeal to good teachers than saying to them, "Most of you don't know a thing about behavioral objectives. Today, we're going to remedy your ignorance." Such a statement of training goals is both UNCLEAR and UNWORKABLE. It is unclear since you are confusing more than you explain why you are here. It is unworkable since most people want a goal statement that is able to direct them and to motivate them to succeed.

C. REMEDIAL SITUATION (cont.)

SAMPLE ATTITUDE TARGET ----------→

1. You want statements of purpose that clearly and specifically tell people what to expect.

2. For example, the purpose of this material is not to remove any planning deficiencies you may have.

   Its purpose is to give your expertise a chance to work up to its full potential. This means that you should be able to make the most of your training time and also to make the most of your staff talent.

SAMPLE ATTITUDE TEST ----------→

No paper and pencil survey will tell you when you have turned your staff off.

The kind of evaluation is the kind that stresses "what they will do to manifest a good attitude" rather than the kind that "tries to read minds or psych people out."

For example, if reading this material gets you to use this collection of transparencies or to come up with your own training materials, then the authors are confident of success no matter how you feel about the strengths and weaknesses of this document and its approaches.

SAMPLE ATTITUDE TECHNOLOGY ----------→

1. People who get excited can often convey their emotions to others. Those who talk coldly and rationally don't get the point across as well unless they have something extra that makes it dramatic and interesting.

2. If you make it clear to your staff that you want ONLY "those innovations which have been proven elsewhere to work" or ONLY those which have no possibility of causing administrative difficulties, you have effectively turned your staff off. They will still be able to operate, but the results will be less creative and perhaps less effective than you want.

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HOW DO WE BRIDGE THE REMEDIATION GAP?

TUTORING ↔ PEER HELP

REMEDIAL CLASSES ↔ SMALL GROUP WORK

BOOK READING ↔ PROGRAMMED LEARNING

FILMS AND FILMSTRIPS ↔ ROLE PLAYING

HANDS ON EXPERIENCE ↔ COMPUTER ASSISTED INSTRUCTION

WHICH SIDE DO YOU PREFER?

WHY?

D

D. HOW DO WE BRIDGE THE REMEDIATION GAP?

There are a number of things you can do with this transparency.

TARGETS ----------> 1. You can get a frequency count of which approach is preferred by your staff.

TEST ----------> If you choose to do, you should be able to list the reasons why you need such a statistical tally.

For example, you may say :

FACULTY UNITY
PINPOINT LIKELY BEGINNING
SELF-STUDY SURVEY
BUDGET ALLOCATION
STAFFING PATTERNS
BUILDING PLANS

TECHNOLOGY ----------> Most likely, you have no such grandiose uses for such easy to obtain data. Data is useless if it serves no purpose, no matter how easy it may be to obtain.

If you really want to take a tally, you need two things at least :

A TALLY FORMAT that includes all the possibilities needed by you.

A USAGE LIST that will back up your decision and pinpoint how you want to use it.

TARGETS ----------> 2. You may want to use this transparency to open up your staff and to get them working together at least on the idea level.

There is nothing wrong with your goal statement if you back it with definite criteria of success.

TEST ----------> To make sure that you have more than a talk session, try to list specific things you want done.

TECHNOLOGY ----------> Don't imitate a busy administrator who called up a central research firm and asked, "What are typical problems we could attack in in-service sessions?" KEEP A LIST OF PROBLEMS as they occur. This is your best resource.

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DON'T PROMISE TOO MANY THINGS THAT DON'T MATTER

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POTENTIAL LEARNERS

SHOULD BE ABLE TO VISUALIZE ALL COURSE OBJECTIVES

F. POTENTIAL LEARNERS SHOULD BE ABLE TO VISUALIZE COURSE OBJECTIVES

Learners refer to the students under your control. When they learn on their own, they almost always have a clear idea of exactly what to expect. They learn on their own when they see something they want, or when they hear about something that appeals to them, or when they dream about what their future could be like.

You must get the same message across to learners. In this way, they will be able to learn with you rather than in spite of you. When you make the goals clear, learners can choose from a variety of alternatives. The path you prefer may not be the path preferred by the majority of your students. Giving them a clear goal is much more efficient than giving them only one clear path thereto. People seem to respond well to the proper mix of freedom and direction.

SAMPLE PERFORMANCE TARGET ---------> The goal in a technical course can be something like repairing an automobile or building something. The goal in a liberal arts course could be reading a certain number of books or writing a logical term paper.

SAMPLE ATTITUDE TARGET ----------> However, these end results are not the only way to judge student and learner performances. Any emphasis you place on touchable and countable products must be counterbalanced with equal stress on how to think creatively.

SAMPLE KNOWLEDGE TARGET ----------> The learner who can think and act creatively can solve any problem put before him, not just those he has mechanically learned (or memorized) how to solve. Any is here understood in the sense of similar problems on the same order of difficulty or complexity. Creative means the ability to do more than repeat the same thing over and over again without having to think.
(with stress on multi-disciplinary skills)

When the goal is monotonous, then care must be taken to show how to make it more interesting externally (e.g., money) or internally (self).

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BEFORE

ENTERING STUDENTS
DON'T "SEE" ALL
THE COURSE OBJECTIVES
YOU "TALK" ABOUT

AFTER

PERFORMANCE OBJECTIVES
HELP "OPEN THEIR EYES"

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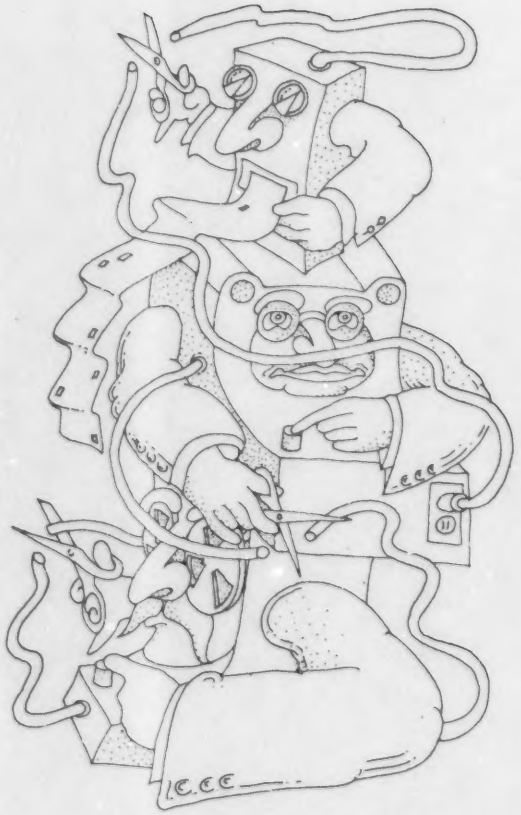
PUT IT IN WRITING



THE HORNS OF A DILEMMA

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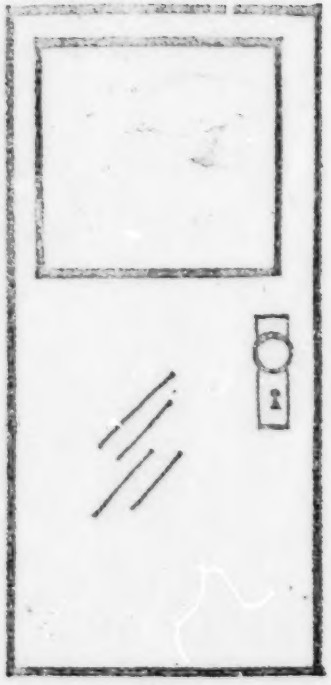
RISKING A TUMBLE

IS ONE WAY TO OPEN THE DOOR OF LEARNING



I. RISKING A TUMBLE

One frequently heard comment is "I'll never do that again!" It is often followed by "I learned my lesson!" The lesson of this story might well be that a tumble or a fall or an error is more educational than painful if one gets up again. The beginner may be expected to stumble. He is taking a risk that has a high payoff.

Opening the door of learning is better than merely shoving someone to do something. When a door opens, a whole new world is there. After a while, the learner will be able to open the door himself; he will be able to find the next step in his educational process.

TARGET ----------> Using small setbacks and failures as stepping stones to greater successes.

TEST ----------> He brought the library book back one day late. One librarian insisted that he either pay the fine or lose his borrowing privileges. The other librarian smiled and said, "Everyone gets a day of grace once in a while."

Not all learning goals need to be done on a deadline schedule even though our school year and semester approach may make us think so. Loosening up the pressure of so much learning in so much time is a good way to encourage constructive risk-taking.

TECHNOLOGY ----------> This takes more good will and patience than hardware and machinery.

You must be willing to be yourself. This will allow humane education to come to the forefront.

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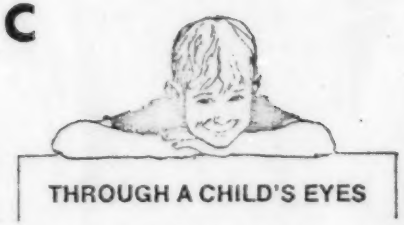
A

B

C



D

E

F

G

WHICH KEY TO GOAL SUCCESS DO YOU PREFER?

A - IMAGINATION
B - PINPOINTING
C - BOYPROOFING
D - WRITING
E - VARIETY
F - PUBLICITY
G - TECHNOLOGY

J. WHICH KEY TO GOAL SUCCESS DO YOU PREFER?

In your teaching experience, you have tried a variety of approaches. Some of them worked; you repeated and perfected them. Some of them didn't work; you have laid them aside.

Here are a variety of approaches that stress a different way of training. Each of them is enough for an all day session. Look them over, and find one which makes you feel comfortable.

(A) IMAGINATION

Good story-tellers can hold the interest of their audience. They know where to begin. They know where to draw out suspense. Their dramatic timing is something that didn't happen the first time they told a story. As a result of a few items that didn't work, they are always on the lookout for an approach that will "keep the customers happy."

TARGET ----------> Manipulate images that will do the job with any potential listener. An image is something that can be imagined even by the "most unimaginative listener" you are ever likely to meet.

TEST ----------> Logic and computers don't help here. The only way to evaluate it is to "try it and see what happens." If learners don't like it, you will find out soon enough if you listen as you talk.

TECHNOLOGY ----------> Build up a file of what has worked. Build up a black list of what hasn't worked. Sometimes, the same item will appear on both lists.

This means that you must now ask "Why?" The answer to this question will give you a sense of TIMING and a sense of PLACE.

TIMING tells you when to slip in your comment or remark.

PLACE tells you where your efforts have the most likelihood of good results.

J. WHICH KEY TO GOAL SUCCESS DO YOU PREFER? (cont.)

(B) PINPOINTING

Telling someone what you want is not the same thing as telling him how to do it. Many math students get quite angry when they get the "right answer" and lose test points for "doing the problem the wrong way." This is similar to the travel agent who was fired by his supervisor because he let the secretaries play bridge once the day's orders were processed. The supervisor didn't share the agent's viewpoint that the important thing is to get the work out as soon as possible. The new manager followed the guideline of the supervisor. It was odd to watch what happened. On days when there were many trips to type up, the girls had to be paid overtime. On days when the workload was lighter, the girls barely finished by five o'clock. Anyway, the supervisor was happy with the new manager. Incidentally, the former manager hired away three of the best secretaries. The only thing the supervisor could ironically remark was, "Wow! I bet they're still playing cards right up to five o'clock! Good riddance!" He didn't seem to notice that the cards were kept under cover until all the work was done.

TARGET ----------> A specific thing to do.

TEST ----------> A very simple to understand way to keep score. When the job is done, you can do anything you want. You can play cards if you want as long as the work is done. This also keeps you alert to answer the phone for new incoming orders.

TECHNOLOGY ----------> The supervisor wasn't seen as another form of nit-picker. Each girl was able to see if she had finished her pile of trips. No cards were allowed until the pile was down to zero.

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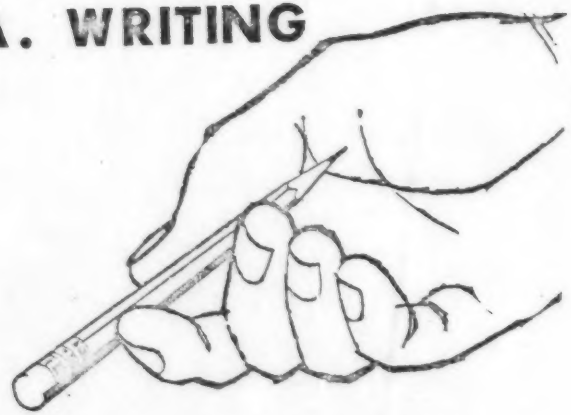
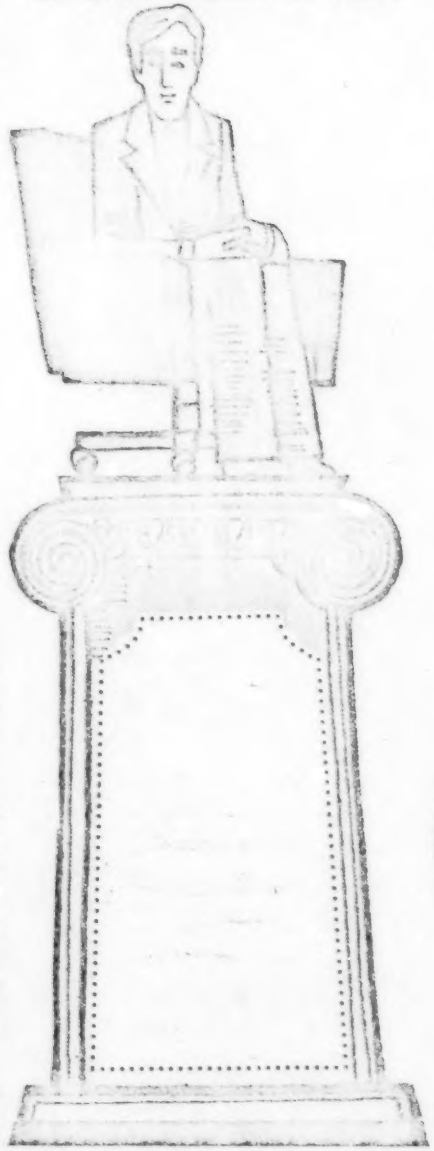
A. WRITING



Please Make A Note

C. OUR TEACHER



WHICH ASPECT IS STRESSED BY YOUR COURSE GOALS?

D. COOPERATION

Don't Make a Move!!

B. DISCIPLINE

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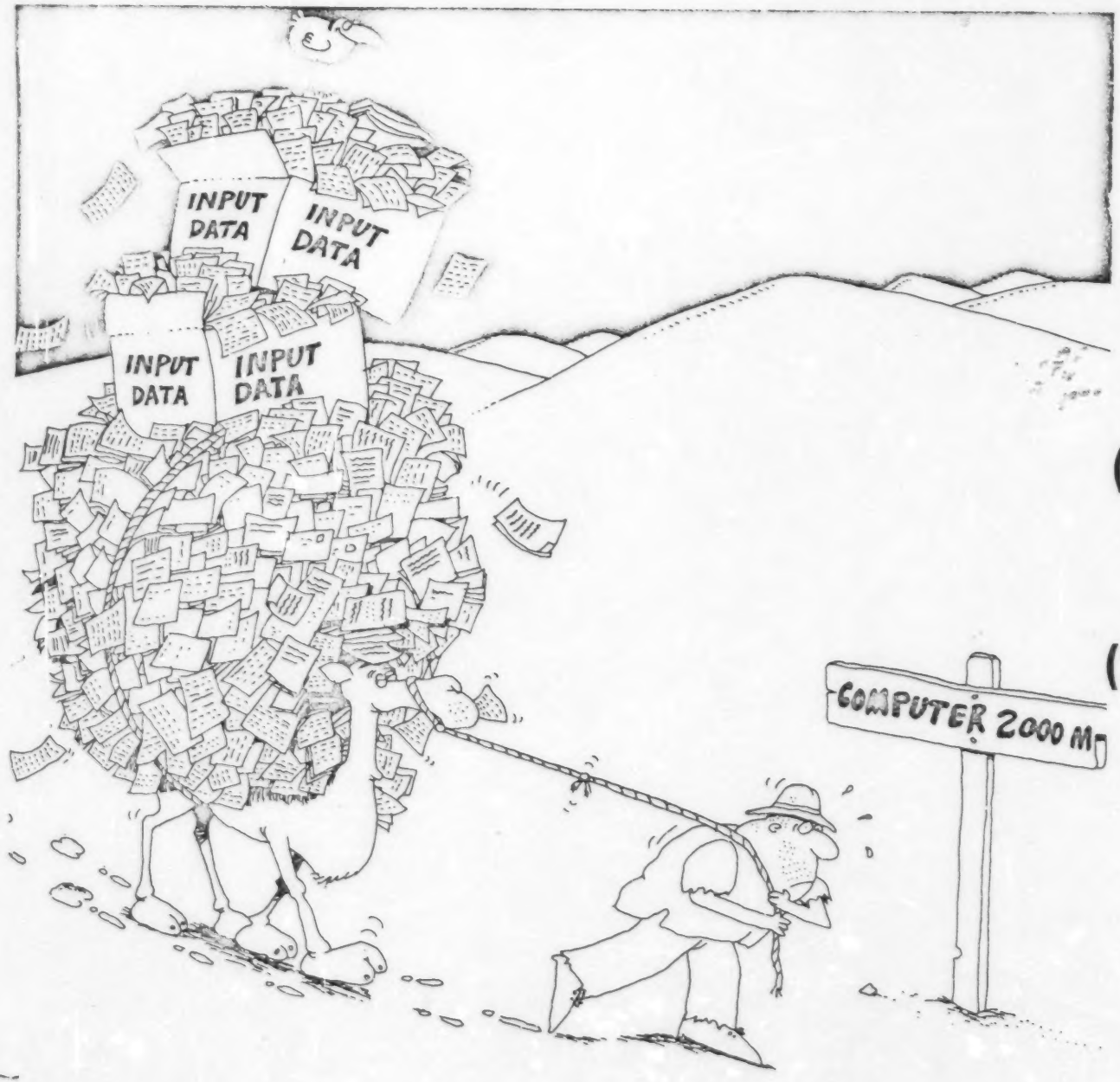

LEARN THE STATE OF THE ART

(1) SPEND YOUR TIME TEACHING

(2) DON'T WASTE TIME ON THINGS THAT CAN BE MECHANIZED

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DON'T HIDE YOUR GOALS

PLACE YOUR OBJECTIVES IN AN INSTRUCTIONAL BANK AND GAIN INTEREST

INTEREST MEANS:

1. CLARITY (EDITING)
2. ACCESSIBILITY (CODING)
3. EVALUATION (TESTS)
4. RESOURCES (TECHNOLOGY)
5. INNOVATION (FEEDBACK)
6. UPDATING (REVISION)
7. SYSTEMS (MODULES)
8. RESEARCH (VALIDATION)

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TEACHERS WANT TESTS THAT

MEASURE PROGRESS OF	INDIVIDUALS	THE GROUP	THE TEACHER
PINPOINT	WEAKNESSES	PREREQUISITES	SUCCESSFUL TACTICS
STRESS	THE NEXT STEP	A VARIETY OF USES	LEARNING HOW TO LEARN

N. TEACHERS WANT TESTS THAT

This transparency master could just as easily be entitled, "Learners want tests that let them know exactly where they are at any given point in time."

1. No one wants evaluation to become an "after the fact" situation.

2. A report indicating success or failure is not an acceptable substitute for more frequent progress reports.

3. A progress report takes on the function of a fail-safe mechanism that insures that no learner is allowed to go so far off the track that all is lost.

4. Every learner--and every teacher--needs administrative tools that help "get the train back on the track."

5. Whenever the learner or the teacher get evidence that a particular goal is not being met, whether in accuracy or in time frames normally expected, an evaluation system should be able to do something about it.

6. The ultimate goal of such a "red light" system would be to minimize failure. It is not enough that such an approach would "fix the blame."

7. It is a much more sane approach to "fix the responsibility" to specific personnel, processes, or procedures.

8. Cost cutting that interferes with optimum product or with optimum functioning is "penny wise and pound foolish." It costs more money to provide daily monitoring and personal face-to-face contacts between learners and teachers. It is worth the extra cost once the benefits are weighed against a realistic sense of educational priorities.

9. Program managers who receive looped information know which goals are being obtained in the predicted time frames.

10. Such a system enables program managers to redirect their ENERGIES and their PRIORITIES and to fix specific responsibilities in order to insure success.

11. The TEACHER has in this way metamorphosed into a PROGRAM MANAGER. He does more than "dish out facts."

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TEACHERS WANT TECHNOLOGY THAT IS

1. SELF-TRAINING
2. SELF-EVALUATING
3. REALISTIC (IN SIMULATING)
4. USEFUL (BOTH FOR LARGE GROUP AND FOR INDIVIDUALIZATION)
5. BOY PROOF
6. MULTI-AREA
7. STUDENT-MOTIVATING
8. LEARNER-REINFORCING
9. PORTABLE AND STOREABLE
10. SOUL-SEARCHING

0. TEACHERS WANT TECHNOLOGY THAT IS

Many schools have developed "in house" curricula and resources. Some of these schools have integrated targets (goals and curricula), tests (evaluation instruments), and technology (learning resources) into a number of compact and self-standing units. Whether you call them "systems" or "modules," these units are too expensive to develop UNLESS you have a large number of students using them before they "wear out" or UNLESS you can reduce costs of development and updating by exporting them to other campuses.

We are all aware of the difficulties in applying locally developed materials to other schools. (1) Too often, such hot house programs were developed too narrowly to suit the needs of schools even slightly different. (2) Some of these programs were written for professor X or his Siamese twin. No one else could ever foot the bill. (3) Course objectives which were built to use existing equipment tend to dry up when transplanted to more fertile and updated soil. (4) Course resources which employ only the talents of those possessing Ph.D.'s often overlook the fact that every community has local talent even if not one Ph.D. is located inside the city limits. (5) Talented people will not accept a formula which says, "Everyone must do it exactly the way Dr. X did." (6) Creative people want versatile instruments and tools. Give them the right tools, and they will surprise you with products you would have never been able to prespecify.

CLOSING THOUGHTS

1. Planning is a human process. It takes time. This doesn't mean merely sitting around waiting for something to happen. It means an exchange of new ideas followed by enough time for them to sink in and percolate into something NEW, UNEXPECTED, AND RELEVANT to the group working together.

2. Planning is a risk taking process. When all possibility of error is removed, much of the excitement also goes. So many people hate to change for fear of failure that it is important that any attempt to learn from failure is a very stormy path. After you travel it a bit, you learn how to let them grow bit by bit. Instead of trying to calm their fears, suspicions, and uncertainties, you learn how to trust them without being condescending. This gives you the status of an experienced planner. After all, we all have been through the same sea of doubt. After a while, these interpersonal waves seem as tranquil as a bath tub. Experience gives perspective.

3. Planning is a timing process. Many people who know what you are trying to do will cooperate more fully once you tie it all together. Things should flow evenly. Transitions from one phase to another will become more even and less difficult once you are aware of PROCESS and SEQUENCE. The extra time you devote to an excellent synopsis will do wonders to the morale of your staff.

4. Planning is a creative process. You don't make something out of nothing; you make something unexpected and you let your staff cooperate in the creativity. You need effective means to get people thinking productively about their PROBLEMS and their SITUATION. You give them the help they need and any necessary materials. You leave them alone as they work out the details.

5. Planning is a cumulative process. Writing down your ideas on 3x5 cards is one way. Keeping track of valuable staff members is another way. Talking about it in such a way as to invite criticism and feedback reactions is another, and very exciting, way to improve upon your previous best performance. Your life style will help you decide whether you prefer the pen, the typewriter, the tongue, the amplifier, the tape recorder, or the TV tube.